Instructional Design of Self-Learning Module in English and Academic Achievement of Students Towards the Development of Localized Modules

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Abstract

This study aimed to determine the instructional design of self-learning modules in English. Furthermore, the study used a descriptive-correlational design. There were 165 randomly selected respondents out of 11 schools who answered the questionnaires. The findings revealed that the variables such as content, language, design, and layout were perceived positively by the students. It showed that the lowest mean was in the design and layout with a mean of 3.88 and a standard deviation of 0.642 with a high-level interpretation while the variable language had a mean of 3.90 and a standard deviation of 0.581 with a high-level interpretation, and the highest mean was in the variable content with a mean of 4.02 and a standard deviation of 0.661 with a high-level interpretation. As to the academic achievement of students in English, it was found out that the highest grade was in bracket 85-89 with a percentage of 57.57% which is described as Very Satisfactory while the lowest grade was in bracket75-79 with a percentage of 9.09% which is described as Fairly Satisfactory. However, despite the positive perception of the instructional design, the study found a negligible relationship between the extent of the level of instructional design and students' academic achievement in English (r = 0.112, p = 0.158). This suggests that other factors beyond the instructional design of the modules may influence students' academic performance.

Keywords: Instructional Design, Self-learning module, Academic Achievements, Localized modules, Quantitative study, Descriptive Correlational, Philippines, Municipality of Matalam